

Quest discussion topics.

When playing the Quest game, there maybe other, wider social issues that can be raised for discussion, using the various characters in the game as examples. Some of these points are raised here. You can also find other relevant exercises on the subjects covered in "Quest" in the additional tutor documentation.

Personal Development.

SE

Why would Salty blame himself? It was the captain's incorrect manoeuvre that caused the accident not Salty's navigational skills. Did he assume that the captain's authority made him less prone to mistakes; therefore it must be his fault. Was he already suffering from low self esteem? (We see in other modules that Salty had little schooling, could this be why he took the blame?)

Are self esteem and confidence the same? What is the difference? Being happy with ones limitations could produce high self esteem but limit confidence to do a task. If they accept that no-one is good at everything and they believe their skills lie elsewhere then this should not reduce their self esteem.

Conversely, someone with low self esteem may be very confident that they can complete a certain task or know they have a particular skill, but this may not be enough to overcome their general feeling of ineptitude in other areas.

Why may the ingredients of the potion help boost self esteem?

MA

Why should walk away be the best option? Discuss the other options mentioned for controlling anger in the game and see if you can come up with any others.

Are there situations where it may not be possible or even desirable to walk away? Could it be better on occasions to stay and put forward a point of view that may diffuse the situation rather than letting it fester further? What happens if you are surrounded or blocked in?

Should we be using Arnie for our crew in the first place, after all, he is in prison for a violent crime? Does necessity (he is the only engineer) mean he should be released and forgiven? Has he proven himself capable of handling his aggression, or is it still necessary for him to be "mentored"? We learn in later modules that Arnie now attends anger management classes; do the student's think this is a more appropriate alternative to prison? Do your student's think aggression is more akin to a disease or merely a lack of self control? Can Arnie change his ways? Would your students trust him?

PS

Talk to the students and ask them what other things may cause young people stress (family problems, fashion, conformity, college! etc.) Why does stress have such a dramatic effect on some people? Why are some people able to manage stress and others are not? Can you think of any other situations where stress is actually beneficial?

Cybergirl's friend tried to get her to commit a crime. Should a friend put you in that situation? Cybergirl didn't get her friend into trouble by naming them but did promise to get the cards returned. Is this right? Is it enough? Would the students report their friends? May they think differently depending on the seriousness of the crime? Should it matter how serious it is, surely it's either morally the right thing to do or it is not?

Cybergirl has needed electronic devices to help her overcome certain disabilities. The students could discuss what it is like to be different and talk about specific problems that people with disabilities have.

Cybergirl also has a specific talent and maybe seen as clever or a "geek" (even though we have no idea what level of education she has had, her economic and family background etc.). Salty, who has had little schooling (see self esteem and other modules) also has a special talent (for navigation). This could introduce the subject of multiple intelligences. Not everyone has skills in maths or words but they can usually identify something they are good at such as sport, dancing, spatial awareness or music etc. What skills other than words and numbers do your students have?

SN

The character is the captain of the ship. They have to lead the crew and will need leadership qualities. Ask the students to list qualities that a leader may require. Pool all the suggestions and ask the students to record which of these qualities they think they may possess.

WS1

All the new inhabitants are facing a new life and the prospect of new jobs. What may they face (abuse? Asylum / refugee etc.)

WS3

Discuss the reasons for making a good impression to a prospective employer. How can we do this? Where else may a young person receive advice on employment opportunities? What provision is there in your institution to help with getting a job?

Why do companies give new employees an induction? When working in a dangerous environment what other aspects does the employee need knowledge of? (H&S). The incorrect complaints on Salty's list are not valid, why?

Where else other than a union can employees go to get help, both inside the company environment and out? Why do companies have a line management structure? When may it be reasonable to go outside that structure when making a complaint (i.e. if you have already gone through the correct channels with no satisfaction or your complaint is against your line manager. There may also be someone better qualified to assess the situation rather than your line manager such as the health and safety representative.)

Why is it important to know your rights? What should you do if these rights are constantly infringed? Should an employee ALWAYS stick rigidly to these rights in EVERY case? Can an employee on occasions voluntarily "go that extra mile" for their employers.

Just as important as employee's rights is the responsibility to the employer. What may some of these responsibilities be?